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son to attend my friend's institution and make a specialty of chemistry and physics.

But no man ever received a greater shock than I then received. My scientific friend declared that the father was taking the wrong course with his boy. "I find," said he, "that boys of the kind you mention come to me with a smattering which unfits them for real scientific work, and that not one of them is ever a satisfactory student in science. By all means that boy ought to study the regularly prescribed subjects which fit one for college and let science alone till he gets into college and then let me have him after he has completed his Freshman year at least. I'd rather have a boy take up science for the first time who had never thought one moment about it but had had careful, drastic drill in Latin and Greek. If I am to try to teach him any chemistry, I would rather have him know something about Latin and Greek than to know all this stuff, this play stuff, this injurious smattering you have been telling me about."

I did not know just what to say to this, but I told him I thought that possibly if a boy who was interested in chemistry could study it under a competent instructor before he went to college, he would be better prepared to study the subject when he reached college.

He said that I was entirely wrong; that any boy who wished to study science ought first to have his mind *trained*, and that there was nothing better to train his mind "with" or "on" or "in" (I have forgotten which) than Latin and Greek; and that when a boy had had his mind thus trained, he could then be turned over to a science teacher with a reasonable expectation of results.

I then ventured to inquire if he didn't think that the mind of a boy could be trained to study science by studying *it*; but my friend, in his enthusiasm for the correctness of his formula for making a scientist, declared that teaching a boy science in a high school really unfitted him for successful college work in science.

I asked how he could hold that a boy's study of Latin in a high school fitted him for studying it in college and at the same time hold that his studying science in a high school unfitted him for studying that science in a college. His reply was that I did not understand all the limitations, conditions, and hindrances connected with the study of a science; and then he rolled and lit another cigarette, while I realized that I was enjoying the conversation immensely. Finally, I asked him if he did not think that science courses in college ought to be made more practical; if he did not think that in chemistry, for

instance, a man ought to have something bearing directly on everyday life. This question seemed to give him much pleasure because it gave him opportunity to speak his creed as a teacher of chemistry; and he spoke with a good deal of declamation and professional stubbornness:

"I do not think of giving practical knowledge in chemistry to the men whom I teach. I am not trying to do that. I am always looking for some one boy who will make a great discovery in science. I care nothing for what you regard as of practical value to the average man. I have some two hundred men in my department every year. Among them I am looking for one in ten thousand who shall make some great contribution to science. I care nothing for that which you call the practical. The American Beauty Rose is made by plucking off all but one rose." And then the train blew, and I had to leave him. The boy went to college next fall full of thought about what he should get at the great institution; but after one year, he left disappointed and discouraged because, in effect, they told him that all that he had loved was fool's gold and not American beauties.

THE LATIN COLUMN

THE DEFENSE OF HIGH SCHOOL LATIN

THE study of Latin has been defended at many times and in many places, frequently including these columns. But such arguments as we usually read and hear are often unsuited for effective use by the high school teacher when she is asked by a pupil or his parents: "Why should an American boy or girl spend so much time studying a dead language, which is not used at all in practical present-day life?"

Yet if the teacher does not have on the tip of her tongue a convincing answer to such questions, many pupils are likely to be lost to the Classics. These words are written with the object of giving some suggestions which may be of use in such embarrassing and critical moments.

Clear, convincing and practical reasons for the study of Latin may be conveniently classified under three heads.

I. TRAINING IN HISTORY AND POLITICS

Comparisons of Cæsar's wars with the War of 1914-1918, and of Cicero's statesmanship with that of Wilson, are examples of ways of connecting up the Roman civilization with our own which should constantly be used in the classroom. Modern European and American civilization is based on that of

the Roman Empire. If this fact has been systematically introduced to the pupil's mind in its varied aspects, it will not be difficult for the teacher to show how greatly her pupils are helped in the understanding of recent history and present political conditions by their acquaintance with the great imperial state of the past.

II. TRAINING IN ENGLISH

Latin is often said to be "harder" than most modern languages. Due to this very fact,—to the great difference in construction between the Latin and the English sentence—translation from Latin, oral or written, gives the pupil constant and exacting practice in English composition. Of course this is fully true only if really good English is insisted on in translations, as it certainly should be.

III. PREPARATION FOR THE STUDY OF MODERN LANGUAGES

A knowledge of Latin is obviously of great advantage to a student of French, Spanish, Portuguese or Italian, all of which are descended directly from Latin. This is more important now than ever before, as the downfall of Germany has developed closer relations between the United States and France, and has increased our interest in the markets of South America, where Spanish and Portuguese are spoken.

It is a proved fact that a thorough knowledge of Latin makes it possible to acquire a good reading knowledge of any one of these languages in a month's time. After this reading knowledge is acquired, ability to speak the language is merely a matter of practice.

So that the Latin teacher can show the doubting pupil that, when he is studying Latin, he is gaining a knowledge of History, Politics, English, French, Spanish, Portuguese and Italian, as well as of a great literature of the past. On this basis, comparison with courses which are offered to the student as a substitute for Latin may confidently be challenged.—C. W. KEYES.

THE EFFECT OF TRANSLATION ON STYLE

MACAULAY attributes Pitt's unrivaled power in selected and well arranged words to his persistent practice of translating the Classics. He, at the same time, indicates how to translate a language not one's own:

"The classical studies of Pitt were carried on in a peculiar manner, and had the effect of enriching his English vocabulary, and of making him wonderfully expert in the art of constructing correct English sen-

tences. His practice was to look over a page or two of a Greek or Latin author, to make himself master of the meaning, and then to read the passage straight forward into his own language. This practice, begun under his first teacher, Wilson, was continued under Pretymann. It is not strange that a young man of great abilities, who had been exercised daily in this way during ten years, should have acquired almost unrivaled power of putting his thoughts, without premeditation, into words well selected and well arranged."—G. K. G. H.

LATIN QUOTATIONS

THE expressions following have been found in American newspapers and magazines. Can the high school students of Latin give their meanings? *Castigat ridendo; status quo ante; quantula sapientia mundus regitur; sui generis; ne supra crepidam sutor; coelum non animam mutant qui trans mare currunt; argumentum a silentio; ex cathedra.*—G. A. H.

THE ENGLISH TEACHERS' COLUMN

[The purpose of this column is to afford high school teachers and the instructors in the University an opportunity to exchange experiences, information, and opinion regarding the teaching of English. Contributions are encouraged, and questions about any phase of English teaching are invited. The members of the Freshman English staff in the University will be glad to serve high school teachers of English in any way they can through this column of the JOURNAL. What problems of English teaching are giving you most concern? Have you tried any special methods or devices that have proved successful? Questions and contributions for this column should be addressed directly to the editor of the JOURNAL.—N. W. W.]

THE RELATION OF EXERCISE WORK IN ENGLISH TO THEME

THE ineffectiveness of exercise work in English, so far as improvement in the pupil's writing ability is concerned, is often a sorely perplexing problem to the high school teacher. Let us suppose that the pupil has had assigned a series of sentences in which faults in parallelism or coördination occur. He corrects the faults with which the exercise deals, but he perpetrates spelling errors which he would never make if he were composing a theme in which orthography is insisted upon. Or the pupil may be asked to rewrite a sentence like the following: "He said that the peasants are lazy, uneducated, and that they are intensely conservative"; and he reconstructs, "He said